

Spanish 2  
Full Year Course  
1 credit

Instructor: Christina Strid

Course Objectives:

1. Students will communicate in Spanish for multiple purposes within various contexts.
  - a. Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.
  - b. Comprehend the main ideas and details found in oral and written presentations.
  - c. Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.
  - d. Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.
2. Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.
  - a. Examine various interactions and patterns of behavior typical of the target culture.
  - b. Analyze various customs, traditions, beliefs and values of the target culture.
  - c. Analyze various institutions and systems of the target culture and the influence of significant artistic, scientific/technological contributions.
3. Students will use Spanish to increase their understanding of the language and culture.
  - a. Analyze how linguistic elements are used to convey meaning, analyze grammar and how the target language has influenced the cultural development.
4. Students will use Spanish to interact in multilingual communities and to analyze career options in a global marketplace.
  - a. Use culturally authentic texts and media and analyze the use of the target language in the community, state, nation and world.
  - b. Evaluate career options and needs of Spanish corporations and businesses.
5. Students will use knowledge and perspectives that can be gained only through the target language and culture.
  - a. Integrate information and perspectives gained from the target language and culture into various aspects of learning.
  - b. Analyze the impact of current and historical events on the lives and perspectives of people in the target culture and language.

## Course of Study Spanish 2

- 1) Unit 1
  - a) Exchange greetings
  - b) Discuss likes and dislikes
  - c) Ask for and give information
  - d) Describe people and places
  - e) Talk about school life, where you went and what you did
  - f) Discuss leisure time
  - g) Comment on airplane travel, food
  - h) Discuss ways to communicate
  - i) React to news
  - j) Ask for and give information
- 2) Unit 2
  - a) Describe childhood experiences, family relationships and celebrations
  - b) Express personal reactions
  - c) Narrate in the past
  - d) Talk about activities in progress
  - e) Order at a restaurant, ask for and pay the bill
  - f) Talk about things to do in the city
- 3) Unit 3
  - a) Discuss ways to stay fit and healthy
  - b) Make suggestions
  - c) Talk about daily routine and personal care
  - d) Talk about beach activities
  - e) Tell someone what to do, talk about chores
  - f) Say if something has been already done
  - g) Describe time periods
  - h) Talk about health and illness
  - i) Give advice
- 4) Unit 4
  - a) Talk about travel plans
  - b) Persuade others
  - c) Describe rooms, furniture and appliances
  - d) Describe your city or town
  - e) Make suggestions, give opinions, make comparisons
  - f) Ask for and give directions
  - g) Talk about shopping for clothes, discuss ways to make and save money
- 5) Unit 5
  - a) Describe geographic characteristics
  - b) Make future plans
  - c) Talk about nature and the environment
  - d) Discuss outdoor activities and ecology
  - e) Describe the weather
  - f) Comment on conservation and the environment

- g) Talk about how you would solve problems
- 6) Unit 6
  - a) Discuss jobs and professions
  - b) Describe people, places and things
  - c) Complete an application
  - d) Prepare for an interview
  - e) Interview for a job
  - f) Evaluate situations and people
  - g) Talk on the phone
  - h) Report on past, present and future events
  - i) Describe duties, people and surroundings

#### Plan for student evaluation

The evaluation procedures must be appropriate to students' needs and developmental levels and meet the course goals and objectives. The grading scale is the same as adopted by the school board for our district. The standard for passing is 70%. The assessment methods include the following:

- 1) Formal examinations
  - a) Vocabulary and grammar quizzes
  - b) Listening exercises
  - c) Chapter, unit and semester tests
- 2) Student daily work
  - a) Writing and reading exercises
  - b) Listening exercises
  - c) Speaking exercises
- 3) Student projects and presentations
- 4) Rubrics, dialogs and observations are also used

### **World Language Standards**

#### **Goal 1:**

**Students will communicate in world languages for multiple purposes within various contexts.**

**1.1 Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *initiate, sustain and conclude conversations with others in various social situations..*
- b. *interpret and respond to information on a wide variety of topics.*
- c. *prepare various forms of formal and informal written communication.*
  - 1. create and respond to messages, texts, and letters

2. acquire goods, services, or information orally or in writing
3. communicate orally in the target language about past, present, or future events
4. participate in conversations related to student/peer needs and interests
5. participate in a panel discussion to share viewpoints and opinions on a film or text

### **1.2 Comprehend the main ideas and significant details in oral and written presentation in the target language.**

- a. interpret the main ideas and details found in oral and written presentations
- b. summarize information using an appropriate cultural perspective
- c. Use the target language to present a personal synthesis of ideas and details found in oral and written communications.
  1. summarize the key points of live or recorded discussions, lectures, and presentations on current or past events
  2. explain/describe the principal elements of non-fiction articles in newspapers, magazines, and e-mail on topics of current importance
  3. analyze the main plots, subplots, and characters in authentic target language texts
  4. research and synthesize information from a variety of sources

### **1.3 Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *produce proper pronunciation of unknown words from the target language.*
- b. *determine the culturally appropriate use of gestures to convey meaning.*
- c. *use situationally appropriate communication.*
  1. use sight and practiced oral reading exercises from original text to produce proper pronunciation
  2. analyze the relationship between verbal and nonverbal signals in communication in the target language
  3. apply sound patterns of the target language in a variety of contexts

4. analyze visual presentations to determine culturally/situationally appropriate use of gestures
5. use language and behaviors that are appropriate to the setting (e.g., personal, social, academic, occupational)

**1.4 Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *use prior knowledge to express meaning when personal command of language is inadequate.*
- b. *develop effective questioning strategies to clarify information.*
- c. *use a variety of language strategies to convey meaning.*
  1. ask and respond to open-ended questions
  2. use descriptive vocabulary to give/follow directions in unfamiliar situations
  3. use aural/oral and visual cues to enhance meaning
  4. use repetition, rephrasing, and/or gestures to convey message/meaning in the target language

**Goal 2:**

**Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.**

**2.1 Examine various interactions and patterns of behavior typical of the target culture.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *analyze various behavior patterns and interactions within the target culture.*
- b. *clarify the connections between behavior patterns and cultural perspectives.*

- c. *respond and interact according to the accepted cultural practices of the target culture.*
  - 1. compare/contrast various behavior patterns within the target culture
  - 2. brainstorm why specific practices might have been developed and are maintained
  - 3. apply language and behaviors that are appropriate to the target culture in an authentic situation

## **2.2 Analyze various customs, traditions, beliefs, and values of the target culture.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *acknowledge and accept the existence of cultural differences among peoples.*
- b. *compare/contrast the reasons for the development of various customs, beliefs, traditions and values within target cultures.*
- c. *model appropriate behavior based on the traditions, beliefs, values, and customs of the target culture(s).*
  - 1. analyze cultural similarities and differences within the home and target culture
  - 2. participate in various cultural activities, events, and celebrations
  - 3. compare/contrast cultural practices among same language cultures
  - 4. use role playing to model customs and traditions which are representative/reflective of the target culture

## **2.3 Analyze various institutions and systems of the target culture.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *analyze the development of various institutions and systems within the target culture.*
- b. *analyze the structure and characteristics of institutions and systems within a target culture.*
- c. *analyze the role and functions of various institutions and systems in the target culture(s).*
  - 1. analyze internal/external factors which affect the economy of target culture nations/countries

2. analyze the role of various social services in the target culture (e.g., health services, welfare)

#### **2.4 Analyze the influence of significant artistic and scientific/technological contributions of the target culture on the world community.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *investigate significant artistic contributions of the target culture.*
- b. *assess how values of the target culture shaped various artistic, linguistic and scientific developments.*
- c. *evaluate the effects of the target culture's artistic contributions on other societies.*
  1. experience, discuss, and analyze expressive products of the target culture (e.g., various literary genres, music, architecture)
  2. discuss the use, origin, and implied value of an artifact of the target culture
  3. evaluate the impact of various scientific/technological contributions of the target culture on other societies (e.g., pasteurized milk, the printing press)
  4. analyze how scientific/technological contributions of the target culture have influenced cultures worldwide

### **Goal 3**

**Students will use world languages to increase their understanding of the home language and culture.**

#### **3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *compare/contrast how voice inflections, word order, phrase groupings, and other linguistic elements are used to convey meaning in the home and target languages.*
- b. *analyze the influence of the target language on vocabulary development in the home language.*
- c. *analyze the influence of the target language and culture on the home language.*
  - 1. describe the importance of inflection in conveying meaning in oral communication (e.g., questions, commands)
  - 2. apply knowledge of the target language vocabulary to improve command of the home language.

**3.2 Analyze how grammatical structures of the target language correlate to the home language.**

- a. Analyze proper grammatical structures of the target language
- b. Compare/contrast parallel grammatical structures between the target language and the home language
- c. Apply knowledge of the target language syntax/grammar to increase the comprehension and effective use of the home language
  - 1. analyze the relationship between word order and meaning in both the home and target languages
  - 2. recognize the benefits of parallel translation
  - 3. determine and apply appropriate verb forms according to person, number, tense, mood, and/or voice

**3.3 Analyze how the target culture has influenced the development of the home culture.**

Advanced (9-12) Benchmarks:  
*Students will:*

- a. *analyze the impact of the target culture's traditions, beliefs, and values on the home culture.*
- b. *analyze the impact of the target culture on the development of the home culture's institutions/systems (e.g. religion, government).*



c. *evaluate the impact of various social contributions of the target culture on the home culture.*

1. analyze reasons for assimilation of the target culture's customs traditions, and celebrations into the home culture
2. analyze various infrastructures in the home culture which are patterned after those of the target culture (e.g., Interstate Highway System/German *Autobahn*)
3. analyze a variety of expressive forms of the target culture and how these are incorporated into the home culture

## **Goal 4**

**Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.**

### **4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *select performances as well as print various and electronic texts from the target language and target culture for entertainment and personal growth.*
  - b. *evaluate how information/effect may be lost or diminished in translated sources.*
  - c. *use authentic sources to synthesize perspectives of the target culture.*
1. acquire information on selected topics of personal interest from a variety of authentic sources (e.g., books, newspapers, magazines, videos)
  2. use computers, multimedia resources, and the Internet to access and use information originating in the target language/culture
  3. determine differences between primary sources and secondary or translated sources (e.g., side by side translations, idioms that cannot be translated literally)
  4. analyze various authentic, expressive art forms to determine past and present perspectives of the target culture (e.g., architecture, dance, literature, music)

### **4.2 Analyze the use of the target language in the community, state, nation, and world.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *evaluate the importance of the target language and culture in daily life.*
- b. *analyze ways the target language and culture are reflected in the state and nation.*
- c. *analyze applications of the target language in local, national, and international marketplaces.*
  - 1. describe the influence of the target language/culture in the local community (e.g., advertisements, ethnic celebrations)
  - 2. discuss the benefits of multiple language knowledge in world economics
  - 3. determine the significance of world language use in local and global cross-cultural understanding
  - 4. research immigrant and migrant population changes and employment in the local area and state

### **4.3 Evaluate career options and needs of corporation and businesses of the target language and culture.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *analyze how the target language is used in the public, private, and volunteer sectors.*
- b. *explore career opportunities in which proficiency in a world language is necessary.*
- c. *analyze how understanding more than one language and culture supports professional development and career growth, and earning potential.*
  - 1. request statistics from companies to determine extent of use of a target language
  - 2. interview, document, and report findings of employees' use of second language skills on the job
  - 3. chart salary differences in a given profession of those who use the target language and those who do not
  - 4. determine travel opportunities in various professions for those employees who know the target language

## **Goal 5**

**Students will use knowledge and perspectives that can be gained only through the target language and culture.**

### **5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *incorporate prior knowledge and experience gained from target language study in other learning experiences.*
- b. *transfer and apply skills and learning strategies common to the language classroom to other disciplines.*
- c. *apply key concepts, ideas, and vocabulary/terms from the target culture and language to enhance understanding of key concepts in other areas of study.*
  1. realize the interconnections of language
  2. analyze information gathered through world language resources for use in other disciplines (e.g., history, geography, performing arts)
  3. apply understanding of the target language to other language study
  4. recognize that learning another language can enhance/facilitate learning in other contexts/areas

## **5.2 Analyze the impact of current and historical events on the lives of people in the target culture.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *analyze significant natural and human events, which have altered the lives of people in target culture.*
- b. *analyze historical causes/reasons leading to current conditions in the target culture.*
- c. *analyze how significant individuals have caused a culture to develop its own unique identity.*
  1. trace the historical development of target culture countries
  2. describe major changes/events which have influenced the target culture
  3. compare racial, religious, and economic factors which determine social status or class structure in the target culture
  4. analyze the influence of key individuals on the development of the target culture (e.g., religious, military, governmental)

## **5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.**

Advanced (9-12) Benchmarks:

*Students will:*

- a. *analyze how people in the target culture solve societal issues/problems (e.g. terrorism, welfare, health care).*
- b. *analyze policies and modes of communication which limit/enhance/control access to information in the target culture.*
  - 1. analyze family hierarchy in the target culture
  - 2. examine cultural sensitivities in communication (e.g., censorship, race, religion, ethnicity)
  - 3. identify various regional/ethnic groups within the target culture
  - 4. describe roles of men, women, and children in the target culture
  - 5. compare the reporting of a world event in both the home and target language media
  - 6. describe how commonly held political views have an impact on governmental policies within the target culture